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causes by individual means. When the social causes have all been removed, when the irreducible minimum of living and working conditions has been established everywhere, then all the cases of distress will properly be treated as due to individual fault or individual misfortune, and as curable by individual remedies. Until that day arrives, men who see "through shams and shows into the heart of things" will reject both the interpretation of facts and the recommendation of methods put forward in Mr. Loch's volume.

One final observation. Mr. Hobson reminds us that "the philosophy which finds the only momentum of social reform in the moral energy of the individual members of the masses is just that smart sophistry which the secret self-interest of the comfortable classes has always been weaving in order to avoid impertinent and inconvenient searching into the foundations of social inequality" (*op. cit.*, p. 216). While Mr. Loch advocates this individualist theory because he believes in it himself, his writings are undoubtedly very pleasing to all the beneficiaries of existing social abuses. When he intimates that to abolish starvation-wages by law would be "to transfer the wealth of one class to another" (p. 387), he is no doubt convincing to all who hold that the present distributive system can do no wrong. Like Malthusianism, this individualist theory of poverty has derived much of its vogue from the fact that it "tended to relieve the rich and powerful of responsibility for the condition of the working classes, by showing that the latter had chiefly themselves to blame, and not either the negligence of their superiors or the institutions of the country" (Ingram, *A History of Political Economy*, p. 121). But it no longer wins the assent either of the masses or of any considerable proportion of disinterested persons. It is hopelessly bankrupt and discredited.

JOHN A. RYAN

The Educational Views and Influence of DeWitt Clinton. By EDWARD A. FITZPATRICK. New York: Teachers College, Columbia University Contributions to Education, 1911. Pp. 157. \$1.50.

This work is significant as an intensive study from original documents, many of which are in manuscript form, of one important phase of the development of American education during the first part of the nineteenth century. DeWitt Clinton's many-sided social activity included as one of its important phases an energetic participation in

the practical organization of new types of schools which were instituted to meet the social needs of the American democratic conditions, and especially those conditions as they prevailed in New York City. The lack of any effective provision for public education in New York at the beginning of the nineteenth century, and the active interest taken in its improvement by men who were prominent at the same time in other social movements of the day, make the account of these early developments of interest to the general reader.

About one-third of Mr. Fitzpatrick's dissertation is devoted to a description of educational conditions in New York at the end of the eighteenth century. The remaining two-thirds is devoted to DeWitt Clinton's views and influence. The author claims that his study "establishes, he believes, the claim that Clinton should be ranked with Horace Mann and Henry Barnard in a trinity of educational leadership in the United States."

The contents of the last two-thirds of the book are well stated in the following summary of Clinton's achievements by the author:

Clinton was directly or indirectly responsible for the first step, and several succeeding ones, in the direction of free public schools in New York City; the initiation and tremendously rapid and beneficent growth of the Lancasterian [monitorial instruction] system; the initiation of the movement for professional training of teachers of New York state; the passage of the first act in which the education of women was promoted by the patronage of government; the beginning of infant schools; the organization and growth of the State Library during the first decade of its existence, fathering the idea of school district libraries, and encouraging apprentice libraries; the introduction or extension or both of the less formal educational agencies, such as learned societies and lyceums of natural history; the extension of the opportunity for education to the deaf and dumb and other special classes; the construction of a system of juvenile reformation; and the promotion of medical, agricultural, and technical education on a scientific basis.

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BOOK NOTICE

The Social Engineer. By EDWIN L. EARP. New York: Eaton & Mains, 1911

The author's purpose is stated to be to provide Bible classes and associations of young men with a textbook on social studies and social service. While it is impossible to give thorough treatment in a single volume to the many subjects outlined in the chapter headings, the ordinary reader will receive many suggestions about opportunities of usefulness which will stimulate interest and effort.

C. R. H.